DOCUMENT RESUME

ED 031 335 RC 003 538

By-Nold, Joseph J.
[Colorado Outward Bound School. Report of the Director, 1968.]
Colorado Outward Bound School, Denver.
Pub Date 68
Note-66p.
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors-Athletic Programs, *Camping, Counselor Training, Enrichment Experience, *Field Experience Programs, *Leadership Training, *Outdoor Education, *Program Descriptions, Sensitivity Training, Social Experience, Summer Programs, Unemployed

The Colorado Outward Bound School has continued its traditional program of providing leadership students of high caliber with stress and success experiences in an outdoor environment which are designed to facilitate personal growth in each student. The activities on expeditions are planned so that each individual is confronted in a way that maximizes this growth and forces him to develop in areas of need. The special programs developed by the school in cooperation with other agencies (industrial and social) follow the same format, with the emphasis that the experiences gained through the program are catalytic to the agencies' follow-up programs. The special programs enrolling 765 students in 1968 were aimed at the hard core unemployed, the urban disadvantaged, school underachievers, and college freshman orientation. The report reports on each of the summer courses and model programs, and a brief vita describing each of the 41 staff members. Also included are various statistics concerning an enrollment breakdown, quotes from student journals, the 1969 course schedule, and a reprint of "Outward Bound: Education Unlimited," by Gary Templin. [Not available in hard copy due to marginal legibility of original document.] (DK)

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REPORT OF THE DIRECTOR

1968

Submitted to the Board of Trustees
November 19, 1968

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None of us can approach this ceremony without a profound awareness of the background of tragedy against which it takes place. The deaths of Senator Kennedy, and in our own family, of John Amesse (a former Colorado school staff member, 1966, and Northwest school staff member, 1967, who was killed in a climbing accident on June 5, 1968) who would have been the first student to receive his degree, require us to re-examine the meaning of the events here today.

That there is much that is senseless in our world cannot be denied. That the heritage of mankind must inevitably include pain and grief and suffering is equally clear.

At your senior class dinner Wednesday night, I found myself remembering Daniel Patrick Moynihan's statement when he said, in speaking of President Kennedy, "There's no use in being Irish, if you don't realize that the world will break your heart." The point is that you have to have a heart to break. It is only by having a heart - by being alive and concerned, by knowing laughter as well as tears, that we can stand up to an otherwise senseless world, and affirm the dignity and meaning of individual human existence. In John Amesse, all of us who knew him found that kind of affirmation.

A very long time ago someone said that it is better to light one candle than to curse the darkness. A struggling society has given each of you a greater opportunity than is accorded most men and women to light such a candle, and to keep it burning against the cold winds of suffering and despair. In the face of our common loss, the renewed obligation of all of us, but especially those of you who face a longer tomorrow, is to make certain that in assuming the privileges and responsibilities conferred on you today, you determine never to lessen their meaning by an easy retreat to cynicism, self-serving, or despair. It would be my most ernest hope that by following this course, you will also be able to keep alive a sense of wonder and beauty, and a joy in living. This, I think, is the lesson of John's life, and the ultimate meaning of the degrees and the honors you will receive today.

--- from an address by Dr. John J. Conger,
Dean, Colorado School of Medicine,
at the awarding of M.D. degrees,
June 7, 1968.

Introduction

A MOUNTAIN TOP VIEW

The report of the Director and staff of the Colorado OUTWARD BOUND School must be seen in the context of frustration and hope, and immense potentiality.

OUTWARD BOUND in Colorado has continued to thrive. This is a report of growth, both qualitatively and quantitatively. At different times this summer, one could have found OUTWARD BOUND students on the mountain sides of nearly all of the major ranges of the state. Branching out from our traditional expedition area in the Snowmass Wilderness near Marble and Aspen, groups of up to 36 were in the Gore Range (north of Vail) each month, with final expedition routes along the Continental Divide to Independence Pass. The Collegiate Range had separate units of 45 students each all summer. The San Juan operation was expanded to 72 students each month with an Assistant Director in charge. The teachers course (Practicum in OUTWARD BOUND) began in the Gore Range, followed by a sailing program on Dillon Reservoir, a rafting expedition down the Green River, and a final expedition along the Continental Divide, ending on top of Mt. Evans. The girls course followed a similar program with the sailing transferred to the Flaming Gorge Reservoir on the Green River in northeast Utah. In September a team of instructors shifted the scene to Arizona to run a course for Prescott College on Lake Powell and Sycamore Canyon. The school is on the move.

Numbers tell the same story. Marble based programs were attended by 394 boys and the San Juan course had 140 for a total of 534. This is a growth of 86 from 448 in 1967. The girl's course, pioneered last year with 16 young women, was expanded to 43 this year. The leadership senior group of 18 in 1967 became a teachers course with 36 enrolled. If the special programs for this year are added, there are another 65 boys and 7 adults. Total enrollment in 1967 was 464 students with an additional 24 in special programs; in 1968 it was 613, and if you include special programs such as MANPOWER CHALLENGE and the Prescott College freshmen orientation program, there is a total of 765. This represents a growth rate of 64%.

Qualitatively we have been able to maintain and improve the high standards of the Colorado school. We continue to attract <u>leadership students</u> in increasing numbers. This past year 50 students were in college, 109 in prep schools, or 28% of our regular course enrollment. Forty-six adults in teaching, youth work or management positions in business also took courses. Three were school principals; another three priests. Each of the Denver Public Schools sent two members from their student government on Student Leadership Scholarships. In one school alone, three OUTWARD BOUND graduates were National Merit Award semi-finalists.

The high point of the summer was the dramatic rescue of Bill Berlinger after having been lost 14 days on Mt. Holy Cross. OUTWARD BOUND patrols from both the San Juan and Marble areas were involved in a massive search with Colorado rescue units, U.S. Forest Service, and the Army. On August 13th young Berlinger met up with one of the Marble patrols, one mile from where he had last been seen two weeks earlier; healthy, composed, and 27 pounds lighter.

There were a number of program innovations. Sailing in 14-foot fiberglass Sunfishes on Dillon Reservoir, the Flaming Gorge Reservoir and Lake Powell, added much to the courses for the teachers, girls and Prescott College freshmen. River running through the canyon of the Green River in 10 man rubber rafts was a very effective experience for the teachers and girls. On the San Juan courses a mock rescue, involving all patrols, carrying a victim all day off of Uncompahgre Peak (14,301 feet) proved a fitting climactic experience for the course. The marathon for the Marble courses on the last day of the final expedition, 18 miles from Gothic back to the school, was widely acclaimed.

Many improvements were more subtle. There was much more effective use of campfire discussion to exercise the interaction and dynamics within the patrol group. Morning readings in the field, the keeping of diaries, the build-up for Solo as a period of contemplation have helped students gain a much deeper personal insight and greater meaning from the OUTWARD BOUND experience.

The safety record was excellent. There were no serious injuries, and few near misses. A few students were hospitalized for things such as an infected inner ear, sprained knee, and fracture of a small bone in the hand. This year we were blessed.

The drop out rate continues low. Out of 19 students who did not complete the regular courses, or 3%, a number of these were medical or family emergency situations. Only a small percentage of these can actually be considered quitters. This is substantially the same as in past years. The dynamic growth of the school operations has not made us less sensitive to the needs of individual students. The counseling of instructors has been more effective than ever.

* * *

The other qualitative leap which has taken place has been in the development of specialized programs with a special emphasis to meet a special need. The main thrust has been leadership. OUTWARD BOUND believes that this is the main need, indeed we have a sense of urgency about it. We also believe we have something unique to contribute to it, be it leadership in education, in business, in the ghetto. The teachers course, Practicum in OUTWARD BOUND in cooperation with Colorado State College, was successful beyond all expectations and represents another first step toward involving OUTWARD BOUND concepts, style, and techniques in higher education in a way that could make a profound impact on education in America. The Prescott College program in Arizona, having incorporated OUTWARD BOUND as their style for orientating freshmen to the college, has similar implications. Equally important have been the leadership training potentialities of MANPOWER CHALLENGE, a program designed for industry to develop special leadership skill and human relations sensitivity in industrial supervision working with the hard core unemployed. OUTWARD BOUND has long since proven its ability to develop confidence, a sense of potentials and effective social attitudes on the part of non-functioning young people, and MANPOWER CHALLENGE training is proving highly effective as a job training program for the hard core unemployed.

The Colorado OUTWARD BOUND School is also engaged in model programs with community organizations that are no less promising. Designed to incorporate the concepts and techniques of OUTWARD BOUND into the practices of other institutions, successful adaptations

are emerging. In East Denver High School, OUTWARD BOUND staff and school faculty trained by OUTWARD BOUND, have involved students in a mountaineering club, holiday expeditions to Mexico, a river rafting trip down the Yampa and Green Rivers. An American history class with a focus on urban problems is being supported to make it possible to maximize the educational potentiality of an integrated school community through field trips, work-study, and service-study experiences.

In Palmer High School, Colorado Springs, a program for non-functioning youth, largely racial minorities, combines the motivational impact of the OUTWARD BOUND experience with further education of a basic nature in a special night school program, and through skill training directly related to the job market. This is being done in cooperation with local business and industry - OUTWARD BOUND is the initiator and the catalyst.

Urban Bound, a project in cooperation with the Juvenile Court of Denver, uses OUTWARD BOUND as an initial dramatic impact experience with a three month follow up program of tutoring and counselling. It has provided many valuable insights into the effectiveness of OUTWARD BOUND with divergent youth.

These programs are too new to represent proven approaches. Much has still to be learned. But they are important and valuable experiments, and point the way to relevant OUTWARD BOUND involvements in the future.

* * *

This remarkable educational achievement, OUTWARD BOUND in Colorado, has been made possible by three things: first, the men attracted to the work as instructors and administrators; second, the refinement of program concepts, such as structure of the mobile courses, and special programs; third, the support, dedication, and financial backing of the trustees and benefactors of the school.

The dynamic nature of OUTWARD BOUND is only a reflection of the dynamism of the men involved. Our continual growth and developing effectiveness have been possible because of the unique nature of the men working for Colorado OUTWARD BOUND School. We continue to attract imaginative and forceful leaders, men in supervisory positions with experience and immense skill, and instructors with manly forcefulness and deep understanding and warmth. It is a unique breed of human being that is attracted to this work, and is effective at it. We continue to attract such men as far afield as survey expeditions in Antarctica and the Peace Corps in India. A resume of the program staff is in the appendix. Selection, orientation, and training also have become more effective. These men are the key to the whole operation. In a very literal sense, the instructor at the end of the climbing rope is our moral equivalent of Mark Hopkins on the end of a log.

Second, is the style and structure of the Colorado school. Not enough can be said for the flexibility that the mobile course structure has provided. Not only is the course not tied to a fixed set of buildings, nor a fixed geographic location, but is not locked into a fixed sequence of program elements. The OUTWARD BOUND course is viewed as a process or a dynamic, designed to achieve certain goals

in relation to man's view of himself, of others and of his God; and not an activity that takes place on day 1, day 2, and so on through day 26. The program is only the vehicle. We teach <u>through</u> the mountains, through survival, <u>not</u> for the mountains. The mobile course concept, more than anything, has freed the program from the inertia of tradition and stimulated staff to ask what is really happening, to seek new approaches, to exploit new growth opportunities. This dynamic view of what the OUTWARD BOUND process is, releases the Colorado school to move freely and confidently into different areas of the West, different program environments, different age groups, different professional groups, different social backgrounds, with a set of principles and priorities that are the essence of OUTWARD BOUND as a significant educational idea.

Third has been the support given the school. As we have continued to grow, so have our financial obligations. Most important has been the high rate of continuing support for our scholarship program. Almost to a man, the early donors to the school have continued their support of our work. Many have substantially increased their contributions. The Trustees of the school have shouldered the additional burden in a most reassuring manner. OUTWARD BOUND, Incorporated, the national organization, has shown immense vigor in stimulating nationally raised funds. This has widened the base of the scholarship program immensely. The increasing support of foundations, such as the Lawrence Phipps Foundation, the Boettcher Foundation, the Robert Donner Foundation, the El Pomar Foundation, have made it possible to develop the special programs with the schools, courts, and community

institutions. Contributions from De Witt Wallace of Reader's Digest, the A. E. Johnson Foundation, and Roland Harriman made the Teachers' Practicum possible. Major Colorado industries, Adolph Coors Company, Gates Rubber Company, and the Mountain States Telephone Company have spearheaded the development of a management training program and a program for the hard core unemployed.

In actual figures, the total annual budget for 1967 was $238,800. The actual expenditures for 1968 were $391,250, a net increase of $152,450, or 55% over last year. The school operates within its budget and strives to be sound financially.

* * *

Where do we go from here? The problems that called this school into being in 1962 are still with us, with increased intensity. While we have become more sophisticated and more effective in dealing with many of these problems, we have also developed a deeper sense of humility. OUTWARD BOUND is not a panacea for all social ills. It is, however, a very promising idea. It provides young people, and some not so young, with a sense of direction in their lives, deeper meaning, clearer values, confidence in themselves - - confidence that they can do what they really set their mind to. For those with leadership talent, OUTWARD BOUND strengthens their resolve and commitment, gives them a sense of style and a feeling of responsibility, makes them more effective. At few moments in our history have we felt a greater need for leadership. For those who are non-functioning in our society, be they the minority disadvantaged, the drop out, or the delinquent, the alchemy of OUTWARD BOUND channels aggressive energies into more socially acceptable pursuits

and producive, new directions. Be they capable, highly motivated young men, as are most of our students, or the disadvantaged, OUTWARD BOUND provides a unigue growth experience.

Joseph J. Nold, Director

November 19, 1968

PEOPLE ARE THE PROGRAM, ACTIVITIES THE MEANS

Gary Templin, Associate Director

The purpose of all activity at the Colorado OUTWARD BOUND School is to facilitate personal growth in each student. The activities are planned so that each individual is confronted in a way that maximizes this growth and forces him to develop in areas of need. Students come to the school with a wide range of psychological readiness, of physical and mental abilities. We could run an average, standard program which would hit the broad middle group but would be too difficult for the less capable and too easy for the better prepared. However, the program is not a strainer through which all must pass. Students are not molded to the curriculum--it has built-in flexibility to allow for individual differences, for the specific needs of each student. What is relevant for one person or group of persons may be totally irrelevant for another. People are the program; activities are the means.

The people on the staff must be very flexible and versatile in such a program. A minimum of specialists is required. Success with students is based upon the school's ability to hire and train a multi-skilled group of instructors. By encouraging the staff to develop activities around their strongest skills, program innovations are continually being introduced.

Our program is developed around the environment through which each patrol passes. A flexible program, built upon certain guiding principles or philosophies, allows the instructor to take advantage of the land over which his patrol is to travel. On the other side of each ridge may be a new, more challenging activity than that which was planned. Rigid adherence to a highly structured, pre-planned program proves detrimental to maximum personal growth.

In order for an instructor to understand the needs of each individual within his patrol and thus to shape an imaginative, challenging program, he must spend a maximum amount of time with his students. He must observe them under every condition. He must have a small enough group to enable personal relationships to develop with each member of the patrol. The instructor needs to share in all activities of his students, including common camping, hygiene, and so forth. A maximum of exposure is needed for this relationship to develop. In a 26 day period, an eight hour day is not enough--total exposure is needed for the instructor and student to establish an adequate relationship. The instructor must weigh carefully the purpose of every activity and its impact upon each member of the patrol. He must comprehend why he is doing what he is doing, deleting activities which he feels would be irrelevant for the patrol members and adding ones which would have a maximum impact, within the course philosophy. The instructor is encouraged to develop a series of activities which will allow for individual differences within the patrol and stimulate maximum personal growth.

Removing a youth from familiar surroundings and placing him in an unknown environment proves to be very unsettling to most students. Nature, in the form of the beautiful Colorado Rockies, is our vehicle of education. We find that nature is no respecter of persons and breaks through racial barriers, prejudice, ignorance, and preconceived ideas as no other force. Its atmosphere demands that young men work together, respect each other, and depend upon each other. Normal "fronts" cannot withstand the pressures of the intense 28-day experience. A boy will be accepted by his patrol mates for what he really is, regardless of superficial associations and opinions.

The unsettling creates a favorable atmosphere for positive attitude change. A student arriving at the Colorado OUTWARD BOUND School immediately finds himself in a situation which he cannot fully control. After being divided into patrols, the students are issued equipment and assigned a camping area for the first night. They must cook their own supper. Familiar conveniences are not in evidence. Very early the students come to realize that they must depend upon one another in order to build the fire and cook the hamburger. As evening falls they realize that no tents or beds will be provided, just a piece of polyethylene under which three will sleep for the next month. No hot showers or normal toilet facilities, just the cold stream and a trench they have been instructed to dig.

It is our intention to keep the students a bit off balance at all times. Break throughs in growth come more quickly with the

removal of secure and familiar surroundings. The element of dependence upon the instructor is established more quickly, and thus the establishment of a relationship is hastened.

By not establishing a routine from day to day, we compel the student to become more adaptable and more capable of handling new and uncertain situations. It is also unsettling for many young people not to know exactly what is ahead of them in the course. The elimination of routine soon demolishes its false security, a security to which many students have become conditioned. After a bit of trial and error they gain a confidence which makes them look forward to the unknown because they realize they are equal to the challenge. There are of course activities which are necessary every day, but the student soon learns to put them in their true place rather than accept a prescribed routine or schedule.

Students are given every possible opportunity to make either a group or an individual decision concerning the situations they face. They are expected to accept responsibility for the decision they make. The question of rising early in the morning is not an instructor decision usually, for the patrol needs only once to rise late and walk well into the night to reach a destination to convince them that it is best to use all the daylight they can. The next time they will decide, not because an adult tells them "it's best," but because they understand the situation and know what action to take.

The instructor intervenes only when the personal safety of the students is threatened. As more sound decisions are made by the

students, they become more confident of their ability to make decisions affecting themselves and the group--an ability learned only through practice. By operating in this fashion, the instructor must frequently sit by in silence while the wrong decision is made and carried out. Only then can he point out the mistake if the students are not already aware of where they went astray. Instructors will often have to sit back while the patrol or one of its members plots a hasty compass course which will take them miles from their destination. It is foolish to think that the right decision will always be made the first time. The students must be allowed to make mistakes. Next time the course will be plotted with more care. Do not, however, confuse mistakes with failure, for failures occur only when mistakes are not corrected. A corrected mistake must be looked upon as a success. A series of successes builds confidence.

The ability to make the right decisions increases the students' leadership capacity. Every student has many opportunities to exercise leadership within the patrol, from formal roles when appointed by the instructor or elected by the group, to informal roles where a superior knowledge or ability causes the group to look to the individual for help. One patrol member inept at various physical activities may be called upon by the rest to lead when the patrol needs a good map reader. A sensitive instructor will be able to stimulate latent leadership ability in one patrol member and perhaps restrain another overly zealous member not only for the betterment of the group, but also for the betterment of the individuals involved.

An instructor does not need to go to the aspen grove and draw two lines on the ground, asking the students to pretend that there is a river in between and to practice building a rope bridge. In moving through the mountains the patrol must cross rivers. When this becomes necessary a bridge must be built for the purpose. The activities are not contrived, and students are not asked to imagine unreal situations. There is no need to do so, since there are a wide variety of very real challenges to face. The instructor does not have to lecture on human relations. The reality of the need for people to get along with one another becomes very clear as the course progresses. Individuals come to see their place in the group, realizing that it is necessary to depend upon one another in order to succeed. Instruction in skills is immediately applicable. The student can test himself at once to see if he has gained an acceptable grasp of new information. Usually the students can see beforehand why the instruction is necessary; in fact, many times the students come to the instructor and ask for help in specific areas. Learning takes place more rapidly where the student understands the relevance, and the young person today is very suspicious of phony situations.

Personal growth takes place best through confrontation, through facing up to the reality of situations. This confrontation comes in the nature of personal, inter-personal, and physical challenges; through being faced with situations where the real self is exposed. These situations take many forms in the Colorado OUTWARD BOUND program.

The high rappel, for example, is a confrontation with fear of height, of the unknown, of losing face, of discovering something undesirable about oneself. A student has the choice of facing his fear and controlling it or being controlled by it. The situation cannot be denied. Excuses and rationalizations are easily seen through by the person involved, the rest of the patrol, and the instructor. Acceptance of the challenge can come only from the individual, he and he alone can make that last step back over the edge. A successful conclusion to this confrontation will make a lasting impression, and the tougher the confrontation, the more lasting the lesson learned.

The student who has grown up with a prejudiced view toward persons of another race is very sure to develop a more balanced view when he realizes that his life depends on the competence of a student of that race who is belaying him on a difficult rock climb. A student from the city who has never seen a mountain stands at the foot of one of Colorado's 14,000 foot peaks and says to himself and others that he will never make it to the top. In this physical confrontation the student has to face another choice: only he can decide to try. The summit for him is a personal victory, a step toward greater self-confidence; and he sees that he can go further than he thought possible, that he stuck with it when his body cried out to stop, and that the body responds if the mind is set. He begins learning his true inner strength.

Acceptance of this challenge brings untold rewards. Finding a way around the confrontation leaves the student empty and unfulfilled. Responsibility for faulty performance must be borne by the student, and

failure is seen not as an inability to reach the goal, but as an unwillingness to face the situation as it is.

The student is encouraged to change those things he has power over and to learn to live with those things which he has no power to change. The instructor does not become the scapegoat for the student when things go wrong, for the confrontation is not between the student and the instructor. The instructor is a facilitator in this situation and an impartial participant.

The students are taught to cope with stress and tension through exposure to a graded series of exposures in which they learn to react to crises and emergencies. By carefully controlling situations of hunger, cold, fatigue, loneliness, and fear, instructors create stress situations in which the resulting tension becomes a creative force. As the student gains confidence and begins to see himself in a new way, he no longer chooses the easy way out; he starts to demand more of himself and expects to see results. Situations of stress are seen as educationally creative experiences--a difficult obstacle skillfully mastered becomes a lesson well learned and long remembered.

Not all the stress experiences are physical in nature. Probably the most difficult stress to handle develops as a result of having to live with the same eight people 24 hours a day for 26 days. Each member of the patrol becomes very exposed to the rest. Friction must be dealt with because individuals cannot succeed unless the whole patrol succeeds. Petty differences and preconceived notions are magnified by the stress being experienced by individuals and by the group. If these are not

controlled and worked through, the group will experience total disruption. However, these tensions are used by the instructor to develop a better understanding within the group.

A planned series of unavoidable problems is presented to the patrol which must be faced and solved. The solutions are the result of the students' ability to work together, using all the resources available to them. The ensuing group dynamics help the student understand himself in relation to others and force him to realize that without cooperation and interaction the job cannot be accomplished. As he comes to understand this better, he develops a new respect for his own person. Without question he acquires increased self-confidence as he measures himself against his past performance. Through sharing common problems, situations, and adventure with other young men, he develops a sense of companionship and belonging that are fundamental elements of human society.

The students are expected to be able to persevere through long and trying situations. Fortitude is tested frequently by long and difficult movements through the mountains, sitting all night huddled together on a ledge at 12,000 feet exposed to the weather in a night bivouac, running marathons of 12 to 27 miles, and gaining the summit of one of Colorado's high peaks. Most students, at one time or another, attempt to quit or avoid these trying activities. However, each succeeding victory reinforces their ability to hang on--not to concern themselves with the immediate situation but to condition themselves to look ahead to the end reward. They learn that most good experiences come as the result of hard work.

Important ingredients to the total program are the frequently structured periods of reflection and meditation, a complete break. The students are totally committed as they push hard through the more stressful activities. Then follows an afternoon of aloneness to think about some of the lessons learned. The tempo is altered in many ways. The change from eating field rations to fresh food; hard physical activity to quiet meditation; association with eight other people to association with 3 other patrols; cold and miserable exposure to comfortable camp locations in beautiful settings; movement in difficult terrain to movement down pleasant valleys. The variety is magnified by the uniqueness of each activity.

This uniqueness is reflected very strongly in student diaries from the summer. These journals, covering not only the solo experience, but also high points from other parts of the program, were superior to most of those produced in the past. With encouragement from the instructors, the students began to reflect more deeply on the program and not the means, on the <u>people</u> and not the activities:

> Then perhaps is there not another aspect that I have thus far overlooked--I think so--for Outward Bound by putting you in a somewhat adverse circumstance with 9 other boys--you learn more about what a friendship means--not just a friendship with one or two people--perhaps it is deeper than this--perhaps it is a friendship with mankind and it matters not what race he is or nationality or what belief he has--it matters only that perhaps he is in need of help or aid or advice or even some minor favor.
>
> ---a high school student from Oklahoma, C-30

REGULAR SUMMER COURSES

Marble

C-26 had 110 students; 13 patrols, 3 groups - 1 group with 5 patrols, 1 group with 6 patrols and 1 group with two patrols of college students. They stayed in the vicinity of Marble to afford better supervision of the new instructors. The students spent the first two nights in the school and then moved out into the area. There was a great deal of snow during this course, a lot of snow training, snow caves, etc. Because of the unusually high runoff, river crossing became a major activity. There was one drop-out who stayed with the course until after the Solo experience and then left. The two senior instructors were Terry Burnell and Rusty Baillie. Snowmass and Cathedral Peak were the two peaks climbed. One group ran their marathon from Conundrum hot springs to the Aspen road and one group ran their marathon at the Snowmass camp ground, a very easy course to run. A group of highly motivated students, not many problems, and very enjoyable to work with.

C-28 had 148 students, 17 patrols - the breakdown was: 3 patrols in the Gore range, 3 in the West Elk, 4 in the Collegiate, 7 at Marble. The senior instructors were Kim Malville at the Gore, John Noble in the West Elk, Baillie at Collegiate and Burnell at Marble. Again, the less experienced men were kept on the Marble course to afford better supervision. This course was noteworthy because of

its size, because of the number of inner-city students, and because of the miserable weather encountered. There were six dropouts: one from Plainfield, two from Summerville, one from Denver, one from Colorado Springs, and one from Buffalo. The need for good men as instructors was pointed up in this course where we had a maximum of decentralization and a maximum responsibility on the individual instructor. Faced some difficulties in effective logistical support at times. The program sufferred to some degree because the support broke down. The marathon was run from Gothic to Marble - 17 miles. The winning time was one hour and 37 minutes by a student who beat the best instructors.

C-30 was a course of 136 students operating in the same four areas. This course also had a large number of inner-city students. The course ran smoothly in spite of a great deal of rain which tended to dampen the spirit. The Gore Range group was especially programmed in on the rescue at Mount Holy Cross and after finding the boy were regrouped to carry on in a normal fashion. The Marble group attempted to climb Capital Peak, but was driven off by a snow storm. All of the students ran the 17-mile marathon from Gothic to Marble. The marathon was moved from its former place between the Solo and the Final Expedition to after the Final. This change works out well, reducing the possibility of injuries, such as bad knees, from interferring with the Final.

(Gary Templin)

* * *

San Juan

This was the first year of operation from our new center, Ryan Ranch, located seven miles north of Lake City. However, this was not the first summer for OUTWARD BOUND in the San Juan Range. In actuality, this was our third summer in the area and the experience gained by previous programs helped tremendously.

The new center presents an excellent base camp facility for program, staff, and dependents. Specific facilities are a large barn, bath house, ranch house, and three tent platforms. The renovation of these facilities was done mainly by OUTWARD BOUND personnel. The owner of the ranch constructed a staff bath house with divided facilities for men and women. The lower level of the barn was used as an equipment room while the upstairs with two large rooms served as a central meeting room for students and as bachelor staff quarters. The ranch house was utilized for ration storage and as a community kitchen. A small shed was converted into an office. The three tent platforms housed the three families assigned to the program.

Two classes were held in the San Juans this summer. C-27 from June 26 to July 21 and C-29, July 28 to August 22. There were eight 9-man patrols in both courses. The excellent weather enjoyed during C-27 was soon forgotten during C-29, which suffered through rain for 23 of the 26 days. Interestingly enough the rain did not seem to appreciably reduce the enthusiasm or spirit of the students.

Both courses started at the ranch with a two-day orientation period which consisted of instruction in such fundamentals as map reading, campcraft, first aid, river crossing, fire fighting and

mountaineering. Also included in these two days was a half-day community service project in Lake City and patrol competitions.

The courses then followed the traditional type mobile OUTWARD BOUND program which consisted of a three-day expedition followed by a five-day expedition prior to the final expedition. Resupply was made every five days.

The Elk Creek area was used for both rock climbing and Solo which gave patrols a total of six to seven days in this area. The all night march was used on both courses and is highly recommended as a standard feature for all future courses.

At the conclusion of the program in Elk Creek, all eight patrols moved down stream to the railroad pick-up point to catch the train into Silverton. From Silverton, the students ran their marathon to Howardsville, approximately eight miles.

At the conclusion of the marathon, students were assigned final expedition routes which brought them back to Capital City. Students then regrouped into their original patrols and on the following day climbed one or two of the following peaks: Matterhorn, Wetterhorn, Uncompahgre. During this climb an injury was faked by a staff member and with all eight patrols on radio net, an evacuation was performed. In both courses the evacuation amounted to a real team effort of six to eight hours. This experience enabled the patrol to work together as one cohesive unit prior to the end of the course.

Community service projects were carried out in cooperation with the Forest Service, Bureau of Land Management, and the citizens of both Lake City and Silverton. In Lake City the students had an

opportunity to clean-up both the old and new cemetary. Approximately 800 man-hours were spent on this effort and some 30 loads of brush and trash were hauled to the dump. Another Lake City project which students worked on, was planting grass seed on the local ski hill.

In work for the local Forest Service District, OUTWARD BOUND students constructed two miles of trail which completed linking a trail from Lake City to Cannibal Plateau. A second project for the Forest Service was assisting with the final clean-up of a new camp ground which was opened to the public last summer.

The Bureau of Land Management supplied our patrols with large, 30-gallon, plastic garbage bags. As the students left the Elk Creek area each boy filled up a bag with cans and garbage which had been accumulating over the years. This refuse filled a box car on the train to Silverton where it was then trucked to the Silverton dump.

A final community service project accomplished by six patrols on C-29 was the painting of the church in Silverton. This turned out to be one of the three days on which it did not rain during the course.

The San Juan community service efforts were successful. It was noted that projects carried on early in the course were not nearly as successful as those toward the end of a course. A total of 1,710 man-hours of OUTWARD BOUND effort were invested in seven different service and conservation projects. OUTWARD BOUND still maintains an excellent image with the citizens of Lake City and Silverton and the two agencies with which we work closely, the Bureau of Land Management and the Forest Service. The community service projects have enhanced this image. (Dick Pownall)

* * *

Girls' Course

The mountain phase of this year's course for girls, C-30G, started in the Gore Range near Vail with a four-day basic expedition. During this phase, the girls were introduced to basic campcraft and mountaineering skills. Despite the efforts of the instructors, the girls never broke their habit of keeping messy campsites, food and clothing strewn hither and yon. Following the initial mountain phase, half of the group were bussed to Dinosaur National Monument for a three-day white water rafting trip down the Green River, a highlight of the course. The other half went sailing in Sunfish on the Flaming Gorge Reservoir in Utah not far from Dinosaur. Sailing was brought into the girls' course this year for the first time. At the end of three days, the groups switched activities.

Solo was held on East Sopris Creek near Carbondale. Before and after this, various patrols climbed Mt. Sopris. Final expedition routes were from the Sopris area to Snowmass campground, where the marathon was run. Final ceremonies were held at the Rocky Mountain School in Carbondale, where the girls had a chance to clean up before going home.

The girls spent less time in the mountains than they had last year, and unfortunately their basic expedition was marred by a lot of rain. This year's group, from widely distributed sections of the country, fared no better than last year's insofar as ability to navigate in the mountains. As one girl aptly put it in consoling her previous day's patrol leader, "Don't worry, you did all right. We would have gotten lost no matter where we went."

Girls can remain feminine and still do many of the activities demanded in an OUTWARD BOUND course. For example, one afternoon they were doing a practice carry with a Stokes litter, and after carrying a "victim" a mile downhill, the girls themselves suggested a carry back up the hill, "in case we need to do it in the future." They put physical demands on themselves. Furthermore, they are very capable of calling on physical reserves which one would not expect them to have.

The variety of their program, mountaineering, rafting, and sailing, made the course fruitful and interesting for them. The variety, and its requirement for traveling great distances between activities, did cause a problem in that there were several distinct breaks in the girls' OUTWARD BOUND experience. Due to factors such as this and the very nature of how girls in our society often do not relate well with one another, more attention needs to be given to the human relations aspects of their program.

The Colorado school is gaining more competence in running courses for girls. As this one was a great improvement over the first girls' course, run last year, so next year's can be made better with the additional experience on C-30G and on the girls' part of the Prescott course.

(Jed Williamson)

MODEL PROGRAMS

> OUTWARD BOUND in America has...taken the view that, if its purpose of motivating young men and women is to be attained, a much broader involvement must occur. OUTWARD BOUND believes that only by weaving its philosophy into the fabric of existing institutions--public education, social welfare agencies, government agencies and industry--can it have the desired benefit to the youth of America.
>
> ---Joshua L. Miner

The rationale of the model program has been to interweave the concepts and teachings of OUTWARD BOUND into the structures and practices of other institutions, into the mainstream of American educational thought.

The Colorado school, being the oldest and best established OUTWARD BOUND School in America, has in some ways pointed the direction. The school is currently involved in 7 projects with the following institutions:

East Denver High School

Golden High School - Mexico OUTWARD BOUND Expedition

Palmer High School, Colorado Springs

Juvenile Court of Denver - Urban Bound

Colorado Industry - MANPOWER CHALLENGE

Prescott College, Arizona

Colorado State College - Practicum in OUTWARD BOUND

The reports on the projects are synoptic only. More detailed reports are being prepared under separate covers. The report will seek to show relationships and draw some conclusions.

* * *

East Denver High School is a high caliber, inner city high school. With a high percentage of students going to college in recent years, it has become a key school in working out the problems of racial and social changes. In 1968 its student population is approximately 55% Anglo, 35% black, 10% Hispano and other. Under a grant from the Lawrence Phipps Foundation, OUTWARD BOUND is involved in the school, focusing on the development of leadership qualities among students and teachers alike, and on the development of a curriculum that will utilize the opportunities for an effective integrated educational community. The main impact has been on action orientated programs, adventure-study field trips, work-study experiences, and service-study programs. Both teachers and leadership students, white, black, and Hispano, have attended regular OUTWARD BOUND courses. Less motivated students have attended the school's special courses. A cadre of nearly 30 OUTWARD BOUND graduates are at East, five of them teachers. A dynamic mountaineering club has been organized in the school. It is in its second year, and much of the leadership comes from students. Holiday expeditions with a study and service orientation have gone to Mexico on three occasions. Work was done in a hurricane ravaged fishing village. Contacts made in another remote area are providing the thrust for our first international OUTWARD BOUND expedition. A special science program was developed around geology and biology, culminating in a river expedition down the Canyons of the Yampa and the Green Rivers in western Colorado. In an American history class, made up of a total cross-section of the school, academically, racially,

and socially, OUTWARD BOUND advisors and consultants have assisted in the development of communication, group interaction, work-study, and service-study experiences. Students on field trips have worked with migrant workers in stoop crop labor, visited the Navajo reservation in Arizona, and taken part in weekend retreats to discuss racial tensions and academic problems in the schools. The most encouraging aspect of the East High School project has been the energetic and imaginative leadership shown by the teachers and administrators of the school. Most of the ideas and direction has come from this. OUTWARD BOUND has merely opened the door, been a catalyst, provided limited resources; East High has carried it from there.

* * *

Golden High School has 15 students involved in study, training, and community activities focusing on an OUTWARD BOUND expedition in January, 1969, to a remote area in Chihuahua, Mexico, where the Taramara Indians still live in primitive isolation. The region is unmapped and largely unexplored with canyons reported to be as deep as the Grand Canyon. The area is only three driving days from Denver. Golden High is in a working class suburb, in a school district with a proud record of achievement and innovation. Flexible scheduling was introduced into the school two years ago. Students are studying functional Spanish, some of the history and customs of the area, a basic craft skill, and are raising money for a service project under the guidance of a teacher who attended the Teachers Practicum on OUTWARD BOUND. Contacts have been made

with the local missionary in the area; a Denver doctor will accompany the expedition. Students from other schools will also be on the course.

* * *

A grant from the El Pomar Foundation has made it possible to develop an OUTWARD BOUND program in Colorado Springs. Earlier in the year a number of trial projects were started, a leadership training program with the Boys Club, a holiday expedition to Mexico, a mountaineering club in Palmer High School. While they have been worthwhile, none have gained wide acceptance. Recent developments have shown great promise, however. During the summer 15 students from schools in Colorado Springs attended OUTWARD BOUND courses. In the fall Palmer High School released students from school to attend the special MANPOWER CHALLENGE course. Most are from minority backgrounds, Negro and Hispano; all are low achievers. A follow up program is being developed with the school. It consists of coordinating the counselling services of the school, involving community agencies, implementing an OUTWARD BOUND recreational program, providing academic and skill training at night school in cooperation with local businesses, and finding jobs for those who need them. OUTWARD BOUND's role is that of a catalyst, to provide the initial impact, follow up advice, limited resources, and community support.

* * *

The Denver Juvenile Court and the Colorado OUTWARD BOUND School have jointly sponsored Urban Bound, an experimental, short-term program involving groups of non-functioning, teenage males from the Juvenile Court. The Donner Foundation and the Boettcher Foundation contributed grants of $10,000 each to help make the program possible.

Urban Bound is an outgrowth of a close working relationship between OUTWARD BOUND and the two judges of the Juvenile Court, Judge Philip Gilliam and Judge Ted Ruben. The Denver Public Schools have also given their full cooperation.

There have been three groups put through this experimental program, one in the fall of 1967, one in the spring of 1968, and one this fall. With each of these groups, the program consisted of both a mountain phase and a followup city phase. In the mountain phase, the groups jelled much more slowly than do groups in a regular OUTWARD BOUND course. Due to the selection of a more homogeneous group for this year's spring and fall programs, things went more smoothly than they had in 1967. The hostility and aloneness of the students came through very strongly on all courses, however. It was necessary for the instructors to work very much in a one-to-one relationship with the boys. In this way, the students were freed from the need to perform for the benefit of their peers, and many boys who were unruly in the group became warm and receptive when placed in the one-to-one relationship with an instructor.

At the end of the mountain phase the students had established relationships with one another and with the instructors. Students were proud of having stuck it out, but there was much left to be done.

The continuing program in Denver was designed to help the individual students transfer to the city the lessons they had learned in the mountains. For the fall group, the Inner City Parish loaned their Parish House as a "home base". Despite the fact that it was outfitted with some recreational equipment, it did not prove to be attractive enough to bring the students there with any frequency. An additional negative factor was the wide geographic distribution of the students and the lack of public transportation available to the center. For the second group, the facilities of the YMCA were used as a base, a more satisfactory arrangement. Aside from planning recreational activities, the instructors worked with the students in individual, group, and family counseling sessions. For the third course, students were taken from the East High and Manual High areas only; the relationship with the YMCA was continued, and there was deeper involvement of the Denver Public Schools and the Northeast Denver Extension of the Metropolitan Youth Center; and further the group was brought together with non-Juvenile Court youths in the same course.

The Urban Bound staff has recommended that the follow-up phase in the city be more tightly structured insofar as individual and group sessions with the instructor are concerned. Some effective way of being able to get the students together for this purpose must be worked out. More attention needs to be given to putting together groups which can function together; this may be done by keeping together those who have been in the same patrols in the mountains and by establishing various sub-groups based on geographic areas or other such factors. For those returning to school, the instructor could assist in easing the

move back into the educational structure by working both with the boy and his teacher during the transition.

OUTWARD BOUND instructors have gained valuable experience on the Urban Bound program. Their increasing competence in working with this type of youth lead to the establishment of Manpower Challenge.

* * *

In June, the pilot MANPOWER CHALLENGE program was at Marble. MANPOWER CHALLENGE is a special course run for Colorado industry to design a program using techniques of OUTWARD BOUND to train the hard-core unemployed to function more effectively in job situations. The project was funded by the Adolph Coors Company, Gates Rubber Company, and Mountain States Telephone Company. Two additional courses have been run since the June program.

In addition to involving the hard-core trainees, MANPOWER CHALLENGE has played a significant role in leadership training for supervisors from the participating companies. On the three-week courses, these supervisors developed relationships with the trainees, and gained a deep personal insight into hard-core people. The supervisors empathized with the trainees and were able to work out a style of leadership which would make them better able to work effectively with the hard-core trainees back on the job. Of special importance was the commitment of the supervisors to the success of the trainees, a commitment which was brought back with them to their work situations.

Information presently available indicates that the trainees are functioning well in their jobs with industry. The supervisors who

went through the program with them have made themselves available for individual counseling, a factor which has been important to the success of the trainees. The trainees were not selected for their success potential as in many job training programs, but rather a sample of men "on the edge", so to speak, were chosen, ones with records, a history of dropping out of school, and so forth.

In the area of training, several problems unique to the MAN-POWER CHALLENGE program have been brought to light. One among these is that the impact of the wilderness on the hard-core is different than on the middle class--it is threatening and hostile rather than exciting or romantic. Another is that the growth needs of the supervisors and the trainees are quite different. Both must be dealt with within the context of a single course in which the groups are together much of the time.

These problems are being worked out, and as the program is developing, additional areas of focus in leadership training are being worked in for school administrators, teachers, youth workers, and others involved in similar leadership roles.

* * *

Personal and community responsibility are basic to the concepts of Prescott College. These rest largely on the student's conscience as to what is right and what is wrong. The Honor Conscience of Prescott College demands self-discipline which can only be achieved through understanding of self and the ability to assume responsibility. Such self-discipline was an aim of the Prescott College Orientation Program.

We wanted to provide the freshmen with concrete, realistic,

and unavoidable experiences. Experiences which would provide challenges that speak to the students in our contemporary society; experiences that speak to developing the perspective of man that is vital to being an adult; experiences of success that, in themselves, give the individual a sense of competence to see new human possibilities develop through determination and the will to prevail.

The Orientation Program was based on the Colorado OUTWARD BOUND School mobile concept. The students (45 girls and 35 men in the freshman class) spent the first three days on campus, during which they were formally introduced to the College by the Dean, and to the orientation program by Dr. Nairn, the President of the College, and Joe Nold, Director of the Colorado OUTWARD BOUND School. The program of 19 days duration was both land and water oriented; 13 days being spent on land, climbing, mountain rescue training, tracking through Sycamore Canyon, etc., and the remaining five days (nine days in the case of the men) were spent on Lake Powell, sailing, kayaking, and canoeing from Page to Hall's Crossing, a distance of some 100 miles.

The New Student Orientation Program was designed with the dual and vital purpose of giving students an academic orientation to the College structure, educational concepts, and college ideals. It provided an opportunity for the students to discover themselves through the medium of an alien physical environment, the American Southwest, and to see their relationship to their fellow man. Philosophical concepts, skills and educational ideas of OUTWARD BOUND were brought into the program by professional staff from the Colorado School, who were

joined on occasion by Prescott College faculty.

Throughout the school year there is a continuing activity program run by OUTWARD BOUND instructor Roy Smith. The program includes such activities as climbing, mountain rescue, sailing, and kayaking. A number of Prescott students who have attended regular OUTWARD BOUND courses are assisting in organizing and instructing for the successful outdoor activities program.

* * *

The first OUTWARD BOUND Practicum for teachers was run in conjunction with Colorado State College during July and early August. The course offered 10 quarter hours of graduate credit, and there were 36 teachers enrolled. During the first week on the CSC campus in Greeley, there were discussions with faculty members on alienation, motivation and communication. In addition to this, the teachers ran in the afternoon and were instructed in drownproofing techniques. One afternoon and evening were taken up with an introduction to sensitivity training. Three days were spent on Larimer Street, Denver's skid row, where, under the direction of Dr. Jack Youthas, Professor of Psychology at Metro State College, they took a close look at the workings of skid row. There were also discussions with leaders of Denver's militant Negro and Hispano groups, former Vista volunteers from Harlem, and teenage school dropouts.

The mountain phase of the teachers' program was somewhat different from the usual OUTWARD BOUND course, for a three day white water river rafting trip down the Green River in Dinosaur National Monument

on the Colorado-Utah border and three days of sailing on Dillon Reservoir were included. The mountain phases were in the Gore Range, with the exception of the final expedition, which was largely along the Continental Divide from near Breckenridge to the summit of Mount Evans. During the final week of the course back at CSC, the teachers were divided into 7 committees to prepare portions of a report on the OUTWARD BOUND experience.

A requirement of the course was that journals had to be kept by all of the participants. An encouraging number of them contained significant self-analyses, a process which grew in intensity and importance as the course progressed. Surprisingly enough, the final week in Greeley produced the most probing group interaction of the entire course. As the teachers discussed the direction which their report was to take (both as a group and in the separate committees), they began to look more deeply at themselves and what they had gotten out of the wilderness phase. The teachers began to open up more to one another, and it was during this period that several made decisions concerning their futures which would seem not to have been possible even a week or two earlier.

Several of the teachers will be back with the school next summer as instructors. One of the two Practica now scheduled for the summer of 1969 will be designed as a training program for OUTWARD BOUND instructors, while the second one will be primarily concerned with personal development and growth for members of the teaching profession.

In addition to the Practicum, which Dr. Vincent Cyphers of CSC has coordinated at Greeley, the Colorado OUTWARD BOUND School is continuing its association with Colorado State College through Dr. Cyphers and Robert Godfrey, an OUTWARD BOUND instructor who is working

on his Master's Degree under Dr. Cyphers. Bob has organized a mountaineering club at CSC and additional OUTWARD BOUND activity is planned.

The COBS involvement with Colorado State College is important because teachers cen be a significant multiplier for OUTWARD BOUND programs. More importantly, however, such involvement can help develop teachers who are primarily concerned with students and their growth as human beings in the full sense, and not merely in a confined academic sense; teachers who see experience as subject matter, not from the point of view of a narrow subject area, but from the point of view of relevant growth potential; teachers who have the courage to take a fresh look, both at themselves and their work as educators.

* * *

All these programs are too new to represent proven approaches. Though based on previous experience of working with other organizations, the Peace Corps, Job Corps, Adams City High School, none of the current porgrams are more than a year old. However, certain patterns are already beginning to emerge and some generalizations can be made about model programs and so called mainstream effort.

1. OUTWARD BOUND should concentrate on doing well that which it does best. Our business is providing dynamic, effective value forming experiences that make a great personal impact. It is valuable for highly motivated people with leadership potential. It makes a deep impact on socially divergent youth. Any distraction from the central goal should be clearly understood to be a distraction, and justified only as a means of

probing new dimensions in the OUTWARD BOUND process, gaining new experience, developing new resources.

2. We must be deeply sensitive to the needs and priorities of the other organizations. We must be humble about what OUTWARD BOUND can and cannot do for them. OUTWARD BOUND is not a panacea for all society's ills. We must be honest with our clients about our own limitations. As a concept, OUTWARD BOUND is very easy to oversell. It is not as simple as it sounds.

3. In working with other institutions it is most important to place realistic demands on them - - their participants or staff in regular OUTWARD BOUND courses, released time for their students, the use of facilities and so forth. Their people must be deeply involved, especially the principal. He is the key agent for change in the educational structure. One ought not to move until they are involved, until they do accept responsibilities, and every opportunity must be used to place responsibilities on the cooperating institution. It is all too easy for a dynamic team of OUTWARD BOUND men to come in, get a good program set up and running, and then pull out, leaving nothing behind. The degree to which the OUTWARD BOUND mystique threatens people in conventional educational and training positions needs to be better appreciated.

4. Schools and colleges with modular scheduling, those willing to experiment with released time for students, and businesses with a dynamic growth factor are logical targets for OUTWARD BOUND involvement.

5. While OUTWARD BOUND programs can be spread out and implemented on a piecemeal basis, after school, on weekends and holiday time, and while their activities are worthy in their own right, qualitatively, they are so different from the OUTWARD BOUND experience as we know it, 21 to 26 days of challenge in a wilderness setting, that they leave little stimulant from a growth persepective. Our clients and some of our enthusiastic supporters must be so informed. Model programs can be so structured as to provide the best that OUTWARD BOUND can offer, the OUTWARD BOUND course itself.

6. Our most effective model programs are those maintaining the complete integrity of the regular OUTWARD BOUND course, 21 to 26 days, with traditional OUTWARD BOUND goals, yet focusing on the specific growth needs of specific people, be they leaders in education and industry, or the socially divergent in need of OUTWARD BOUND therapy. Specific courses can be designed for specific needs. Unless we do this, the adaptation of OUTWARD BOUND concepts is going to remain very limited indeed.

7. Follow up programs can maximize the effectiveness of the OUTWARD BOUND experience. While not so critical for the well-motivated, functioning student who already has things going for him, who has a structure within which he can function, OUTWARD BOUND's involvement in follow up programs is essential if we are to work with the hard core disadvantaged. OUTWARD BOUND can open the door, but alone it is not enough. OUTWARD BOUND is only one step in the rehabilitation process.

It is not enough to take a boy out of the ghetto, send him to OUTWARD BOUND, give him a new sense of potentiality, new view of life, and then send him back to the ghetto.

While OUTWARD BOUND's job is not to operate such programs ourselves, we do have a catalystic function to bring together complementary resources to help restructure opportunities for the disadvantaged. If we are to maintain our integrity in working in the area of social problems, we must divert more of our energies in this direction.

We also need to integrate our staffs.

8. We will become more effective as we develop a more professional language for OUTWARD BOUND. Most of our literature is painted in broad, thick strokes, sweeping social generalities, broad based humanitarian goals, the romanticism of the wide open spaces, be they the mountains or the sea. We need to sharpen our dialogue in the areas of educational theory, group work concepts and management theory. Our practices are far more advanced than our ideology.

9. Lastly, OUTWARD BOUND has a vital catalystic role to perform. As an organization we are unique. What other group has such ready access to the leaders of the business community, respectability in the educational communities, and grass roots contact in the ghetto? OUTWARD BOUND is still young, lean, fit and energetic; it is bold and imaginative in seeking new solutions. With our broad holistic view of man, our sense of his potentiality, we can provide inspiration and fresh hope for others. In the long run, this may be our main contribution to the mainstream of American educational thought.

Joseph J. Nold

STAFF AND STAFF ORIENTATION

Adequate staff orientation is imperative in the successful operation of a decentralized program. The instructural staff must be thoroughly grounded in the philosophy of the school before it is faced with the rigors of dealing with students. Once the philosophical aspects of the school have been explained completely, then and then only, is it possible to move into the program.

The program is only as good as the men who are instructing. No effort should be spared to recruit and train good instructional staff. Our summer program in 1968 was good because the school employed competent, well-trained men as instructors.

The orientation program was a five-day involvement in the City of Denver for the British instructors to familiarize them with the attitudes and activities of American youth, the agencies and institutions which deal with them. This included visits to the suburban and inner-city high schools, discussions with the juvenile court judge and the headmaster of a local prep school, and a meeting with a group of militant black youth leaders. After each of these experiences, a lengthy debriefing discussion was held to help the instructors assimilate the material being presented to them. The five days of involvement in Denver were followed by a four day expedition on Lake Powell, during which we had the opportunity of developing a relationship in an informal setting. A very complete assessment of

the mens' abilities and limitations was possible during this period of time. Following this the entire staff met for a five-day period of intensive orientation to the philosophies and activities of the Colorado OUTWARD BOUND School.

One of the exciting aspects of the program this summer was the number of young men who moved out of the role of assistant instructor into instructor jobs. Several young men who had come up through the in-service training program did a very credible job when called upon to instruct during the last two courses when we had an overflow of students.

PROGRAM STAFF

MIKE ACEBO, 20, a graduate of Lakewood High School, Lakewood, Colorado, in 1969; vocational goal is forestry, presently is attending Prescott College; avid skier; former COBS student, he has worked his way from sherpa to instructor.

ART AGATSUMA, 20; native of Denver, former student at Colorado University; 1965 COBS student, subsequently worked his way from sherpa to instructor; six years camping experience, four years technical rock climbing experience.

STEVE ANDREWS, native of California; Colorado College in Colorado Springs, 1968; Sierra Club member; worked at COBS in 1965 and 1966; became instructor in 1968.

RUSTY BAILLIE, 28, native of Rhodesia; graduated from the University of Cape Town, South Africa, 1960; Mountain Guide Certificate of the British Mountaineering Council; Instructor Award from British Canoe Union; 10 years mountaineering experience, 8 years instructional experience; extensive expedition experience.

CHRIS BROWN, 22, native of California; attended University of California; student at Colorado OUTWARD BOUND School in 1964; graduated from the National Outdoor Leadership School in 1966; worked through training positions to instructor at COBS.

LARRY BROWN, 28; science teacher and skiing coach at Clear Creek High School in Idaho Springs, Colorado; former Peace Corps volunteer; instruction in rock climbing, drownproofing, canoeing, kayaking, survival, map reading received in Peace Corps Training in Puerto Rico.

STEPHEN BUNNELL; graduate of the University of Oregon; former teacher at Port Angeles, Washington; instructor at Northwest OUTWARD BOUND School in 1967; has travelled extensively, working as assistant instructor at OUTWARD BOUND schools in Eskdale, England, and in Baad, Austria; 12 years mountaineering and skiing.

TERRY BURNELL, 25; native of England; graduate of the Leeds College of Engineering; was member of British expeditions to Nepal and the Andes, and expeditions in the European Alps; lecturer and former OUTWARD BOUND student at Eskdale, 1959; worked as mountain guide prior to joining the Colorado OUTWARD BOUND School.

CHARLES CLARK, 24; native Coloradan; sociology major at Brigham Young University in Provo, Utah; climbing since 1966 with the Brigham Young University's Alpine Club; rock climbing instructor for All the Way, BYU sponsored version of OUTWARD BOUND.

BOB ELLIOTT, 24; native of California; graduate of the University of California; life member of the Sierra Club; member of Colorado Mountain Club; snow and ice climbing in South America, ski mountaineering; extensive river expedition experience, working with father for the American River Touring Association since the age of 14.

BOB GODFREY, 27; native of Yorkshire, England; attended St. Mary's College, in Middlesex, England until 1966; instructor at OUTWARD BOUND schools in Eskdale, Devon and Ullswater, England; 10 years mountaineering experience, Britain, European Alps; British rock climbing standard; alpine climbing standard "Tres Difficile"; presently doing graduate work at Colorado State College in Greeley.

CHRIS GEORGE, 30; native of England; Brooklands County Technical College in England; has climbed extensively in Swiss and French Alps, the Hindu Kush in Afghanistan, and has also had experience in the Dolomites, Norway and Arabian deserts; two years COBS instructor.

DESMOND HADLUM, 27; native of Nottingham, England; Player Boys School, Nottingham; vast mountaineering experience earned him a place in the exclusive "Alpine Climbing Group"; has done extensive climbing in the European Alps, was member of expeditions to the Himalayas in Nepal and the Peruvian Andes.

RICHARD HANNA, 25; of Chicago, Illinois; graduate of Wheaton College in Illinois; Director of Athletics at Wheaton Academy; attended the instructors' course at Hurricane Island OUTWARD BOUND in 1966; worked as youth minister at the Peninsula Bible Church in California and the Campus Crusade for Christ in California.

COLIN HENDERSON, 29; native of England; received Teachers' Certificate from Loughborough Technical College; 3 years instructor with the British Infantry Regiment; instructor at OUTWARD BOUND schools in Nigeria, England and Australia; journeyed through Europe, Middle East, Asia, India and South America.

GERALD HUNT, 31; Iowa State University; Rensselaer Polytechnic Institute, New York; teacher in Jefferson County Public Schools; winter mountaineering and ice climbing training through Denver Alpine Club; second year as instructor at COBS.

DAVE KENNEDY, 23; native of Scotland; graduate of Trinity College and Paisley Technical College in Scotland; member of British Schools Exploring Society; member of expedition to Arctic Finland; instructor with the Moray Sea School in Scotland and the Outward Bound Mountain School in Rhodesia.

JAMES KOONS, 24; graduate of Wheaton College, Illinois; instructor with the Hurricane Island OUTWARD BOUND School in 1967; street worker in Harlem with the Urban League of New York City; worked on COBS Urban Bound project with juvenile probationers in winter of 1967-68.

SCOTT MACDONELL, 25; attended St. Johns University and Bemidji State College in Minnesota; camp counselor at Camp Foley in Minnesota in 1964; avid skier and snowshoer; was a Special Forces medic in Vietnam until March of 1968.

GEORGE MCLEOD, 41; native of Aberdeen, Scotland; Forestry School Blair Anthol; 5 years a member of British Antarctic Survey, with one year as base commander; presented with Polar Medal by the Queen of England; Associate Member of the British Association of Professional Ski Instruction; instructor at the Scottish National Recreation Center.

KIM MALVILLE, 34; Ph.D., University of Colorado; senior research staff at the High Altitude Observatory in Boulder, Colorado; scientist for the International Geophysical Year in Antarctica; expeditions into primitive areas in Society Islands and Bolivia; climbing in the Sierra Nevada, Tetons, Alaskan Range, Canadian Rockies, Switzerland and Bolivia.

ARTHUR MEARS, 26; University of Colorado; has climbed in Colorado, the Tetons, Utah and the Peruvian Andes; organized hiking and climbing with the Colorado University Hiking Club; participated in high altitude rescue missions with the Rocky Mountain Rescue Group.

AL & CATHY METCALF; husband and wife team who have worked with students involved in OUTWARD BOUND orientated activities at East High School; Al is a teacher at East High; Cathy attended the girls' course at COBS in 1967; both accompanied the East High Baja, California expedition in December of 1967, went on to instruct in the girls' course in the summer of 1968.

JOHN NOBLE, 25; native of Warickshire, England; graduate of Technical College in England; five years mountaineering experience in the United Kingdom and the European Alps; instructor at the Central Council of Physical Recreation in North Wales; member of the British Antarctic Survey until May, 1968.

JOSEPH J. NOLD, 39; Director; M.A., Columbia University; LL.B., University of British Columbia; travels include Peru, Bolivia, the Caribbean, European countries, mountaineering in the Alps, the Himalayas, the Tetons and the Rockies; teacher in Dehra Dun, India, Gordonstoun School in Scotland, and North Shore Country Day School in Winnetka, Illinois.

PETER OSLUND, 23; raised in Sheridan, Wyoming; South Dakota School of Mines; veteran of the Marine Corps and graduate of the Corps Survival School; nine years of climbing in Colorado, Wyoming, Montana and South Dakota.

MIKE PEARSON, 29; of Cambridge, Massachusetts; student at the University of Boston; attended instructors' course at Hurricane Island OUTWARD BOUND School; worked with youth on the streets in New York City and other areas of youth work about the country.

DICK POWNALL, Assistant Director; University of Colorado; Assistant Principal at Lakewood High School, Colorado; professional climbing guide and instructor; certified ski instructor; member of the first successful U.S. Mt. Everest expedition; holder of Hubbard Medal and Elisha Kent Kane Gold Medal.

HOWIE RICHARDSON, 24; native of Gloucester, England; Loughborough Training College in England; former student and instructor at Eskdale Outward Bound School in Cumberland, England, from 1966 to 1968; eight years of experience climbing in Britain and the European Alps.

SUSAN ROGERS, 24; native of Denver, Colorado; geologist with the Chevron Oil Company in Denver; climbing experience in Colorado Rocky Mountains; graduated from Vassar in 1967; instructed in girls' course at Colorado OUTWARD BOUND School in August of 1968.

LEROY ROWE, 30; native Coloradan; B.A., Business and P. E. at Western State College, Gunnison, Colorado; teacher and coach in Craig, Colorado; former Summer Director for Aspen Recreation Commission; skier and mountaineer; former member of the Western State Ski team.

ALAN SMITH, 35; B.S., Woolwich Polytechnic; M.Sc., Birmingham University in England; lecturer at the Royal Military Academy, Sandhurst; instructor for two years at the Devon Outward Bound School in England; four years rock climbing in Britain.

ROY SMITH, 28; from Hampshire, England; attended Bolton Technical College; former surveyor and mountaineering instructor with the British Army; six seasons in European Alps, member of the British Andes Expedition in 1966; Army OUTWARD BOUND School instructor; Director of the Outdoor Action Program at Prescott College in Arizona.

JIM STUCKEY, 30; a native of Missouri; M.A., education, University of Missouri in Columbia; former summer camp counselor and teacher, North Denver High School; outdoorsman; lecturer at the Oak Ridge (Tennessee) Institute of Nuclear Studies; COBS instructor in 1964, 1967 and 1968.

JERRY SUBLETT, 28; from Chico, California; student at Chico State College; climbing since 1964; first ascent of Mt. Shasta in California; parachutist, escape and evasion school with the U.S. Air Force in Germany; former logger; three seasons rafting experience.

GARY TEMPLIN, 29; Associate Director; B.A. Wheaton College, Illinois; guerrilla training with Army Special Forces in mountains of West Virginia, swamps of Georgia, and seacoast of Florida; Lieutenant with Special Forces in Mekong Delta of Vietnam; street worker with street gangs, East Harlem, New York; Camp Director, Camp YDI, New York; has been with COBS since 1966.

ROBERT WATKINS, 37; B.A., San Bernardino College in California; extensive training covering arctic, sea, desert, and jungle survival, parachuting, rescue, SCUBA diving, through military and civilian agencies; former survival and rescue specialist with U.S. Air Force; Para-medic with Sierra Madre Rescue Team, licensed in Heli-Tek operations; National Ski Patrolman.

JOHN WEILAND; student at Chico State College in California; attended Colorado OUTWARD BOUND School as a student in 1966, subsequently working as a sherpa and instructor; has done extensive climbing in the western states, including the North Wall of the Grand Teton, Mt. McKinley, Mt. Hood, and the second winter ascent of the East Buttress of Mt. Whitney.

JED & PERRY WILLIAMSON; Jed is 29; native of White Plains, N.Y.; B.A., University of New Hampshire; attended University of Alaska; former member of the U.S. Army Mountain Rescue Team, Alaska Mountain Rescue Team, Seattle Mountain Rescue Team, and AMC Mountain Rescue Team; extensive climbing in the Tetons, Yosemite, British Columbia, Alaska; COBS instructor in 1966; joined by wife, Perry, a graduate of Colorado Women's College, in instructing the 1968 teachers' course the girls' course.

TOM WINKLER, 21; a native Coloradan; student at the University of Colorado; attended the Colorado OUTWARD BOUND School in 1966, became sherpa and subsequently instructor in 1968; three summers as wilderness guide for boys' canoe trips in the Timagami Provincial Forests.

BOB ZADRA, 23; B.A., University of Colorado; attending the University of Colorado Medical School; has been with the National Ski Patrol for over five years, has taken advanced Avalanche Training under the auspices of the NSPS, and is a first aid instructor.

OUTWARD BOUND SCHOOL - COLORADO

1968 Enrollment Statisitics

I. Enrollment for 1968

C-26	Marble Program	110
C-27	San Juan Program	70
C-28	Marble Program	148
C-28T	Marble Program	36
C-29	San Juan Program	70
C-30	Marble Program	136
C-30G	Vail Program	43
	Total Enrollment	613

II. States Represented

Arizona	7	New Jersey	39
California	35	New Mexico	2
Colorado	214	New York	38
Connecticut	7	North Carolina	10
Delaware	3	Ohio	9
Florida	4	Oklahoma	8
Georgia	2	Oregon	1
Hawaii	2	Pennsylvania	9
Idaho	2	Rhode Island	2
Illinois	30	South Carolina	2
Indiana	5	Texas	20
Iowa	2	Vermont	4
Kansas	6	Virginia	1
Kentucky	1	Washington	3
Louisiana	3	Washington, D.C.	1
Maine	1	Wisconsin	4
Maryland	11	Wyoming	1
Massachusetts	70		
Michigan	12		
Minnesota	10	Canada	2
Missouri	11	Mexico	1
Montana	8	Portugal	1
Nebraska	1		
New Hampshire	8		

1968 Enrollment Breakdown, continued

III. Schools Attended by Students

	Public	Private	College	Institution	None
C-26	72	23	10	-0-	5
C-27	39	25	5	-0-	1
C-28	92	33	2	13	8
C-28 T	Teacher Practicum not included in this section				
C-29	37	14	11	5	3
C-30	90	10	13	11	12
C-30G	30	4	9	-0-	-0-
	360	109	50	29	29

IV. Ages of Students

	15+	16+	17+	18+	19+	20+	21+	22+	Over 23
C-26	14	36	39	14	3	3	-0-	-0-	1
C-27	9	34	19	3	2	2	-0-	1	-0-
C-28	8	58	59	16	2	3	1	1	-0-
C-29	3	29	23	6	4	5	-0-	-0-	-0-
C-30	3	48	46	23	5	5	4	1	1
C-30G	1	21	13	2	2	3	1	-0-	-0-
	38	226	199	64	18	21	6	3	2

C-28 T	Teachers Practicum
20 - 25	14
26 - 30	13
31 - 35	4
Over 35	5
	36

1968 Enrollment Breakdown, continued

V. Tuition Structure

	Full Tuition Payment	Partial Scholarship	Full Scholarship	Total
C-26	49	18	43	110
C-27	49	2	19	70
C-28	68	19	61	148
C-28T			36	36
C-29	37	12	21	70
C-30	44	17	75	136
C-30G	14	13	16	43
	261	81	271	613

CONTRIBUTORS*
to the
COLORADO OUTWARD BOUND SCHOOL
1968

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MM Stuart B. Avery, Mass.
Dr. & Mrs. Donald I. Bell, Ill.
George M. Blair, Pa.
Boettcher Fdt., Denver
Boys Club of Kansas City
Boys Club of Omaha
Mrs. Ruth Brown, Carbondale, Colo.
Franklin L. Burns, Denver
Brown & George Cannon, Denver
CFK Ltd., Denver
Mrs. Hubert W. Chanler, N.Y.
Mrs. Percy H. Clark, Pa.
Continental Airlines Fdt., Denver
Adolph Coors Company, Golden, Colo.
Michael Curran, Montana
Davis Bros., Denver
MM James P. Delaney, Jr., Ill.
Denver Clearing House
Denver Dry Goods
Denver Rio Grande Railroad
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* $100 or more

QUOTES FROM STUDENT JOURNALS

(The Material Comes Primarily From Solo Journals)

I think perhaps that Outward Bound is not a survival school as I had thought for so long but perhaps an endurance school instead for one must endure to survive and one must endure a great deal during an Outward Bound course -- (When one finishes this course I should imagine he has a realization that he is able to endure hardships he thought unendurable -- but what is it that enables one to endure these great hardships -- is it not the will to survive? -- and is it not this will that sparks hope? -- if so then Outward Bound by showing that one can over come somewhat great hardships, strengthens ones will and by doing this in turn they strengthen ones hope -- so that one will always have the will to go on and the hope to survive -- for without this will and hope is not all lost?) -- Then perhaps is there not another aspect that I have thus far over looked -- I think so -- for Outward Bound by putting you in a somewhat adverse circumstance with 9 other boys -- you learn more about what a friendship means -- not just a friendship with one or two people -- perhaps it is deeper than this -- perhaps it is a friendship with mankind and it matters not what race he is or nationality or what belief he has -- it matters only that perhaps he is in need of help or aid or advise or even some minor favor.

* * *

Solo, 2nd day, morning .... Why did you really come out here? You love the mountains, okay, but why did you come to O.B.? & why for 26 miserable days?

(1) Because you're sensitive & because you always got things the easy way, you have backed down from a project in the middle when you faced an obstacle.

(2) Because for a long time you wanted that special mirror to see yourself. As Robt. Burns put it

O' the pow'r, the gift to gi' us,
To see ourselves
As others see us.

(3) you wanted to prove first of all to yourself that you aren't a "mamma's boy" as Jones told you; that you can survive quite well under a circumstance quite strange & difficult without her, & Dad & all of the things that you have relied on all these years.

(4) You believed that there was something else in life besides all of the things Mommy & Daddy & wite-middle-class-Christian

society has been telling you for 18½ years. You came out here to find out just what it was. Will you find it, or is it there in the first place?

Joe, you always look to the future, & say "I'll do excellent then!" But when the future rolls around, you cake out. You give it a slap-dab job, & leave it. Then the future becomes the past, poorly done. It's either that, or while waiting for the future, & looking for your utopia that never comes, you botch the job at hand. Just like what you are doing now, looking and waiting for that trip home. You're going to go through all this ---- for nothing and find yourself as frustrated as you were in the past, don't screw it up! Make your solo count. Make the next week the most valuable in your life....

3rd day solo time? That's what you think, Smith! This morning you were a sniveling baby. Now, whatever time it is you're a man. The reason you don't know what time it is is because it's been raining for God-knows-how-long. 2½ days without food, & sitting in the freezing rain hasn't been easy for you. You've never experienced such strain on your emotions. Wanting to go home hasn't helped. During the hours of rain you wanted to run back to camp, and cake out. But you wouldn't let yourself do it! This has been the worst experience during your solo, But you stuck it out. You were almost in tears this morning, maybe on the brink of hysteria. but you pushed yourself into becoming a man. You have been pushed physically before, & you know what it's like. But never before have you been pushed to your limit emotionally. Little boy Joe said "I wanna run" the man Joe said "stick it out you bastard." I'm proud of you. I never have before. Cherish this day always, for the man Joe Smith was born. Right now you're sitting in your rain parka trying to write, as cramped as it is. It's raining like hell outside, but it doesn't bother you nearly as much, or at all like it would have a week ago. Keep growing!

* * *

Just as Barry said, we make our own experience at Outward Bound. Whether we have wet feet or dry ones is up to us.

And the same is true in our lives. Starting with what we are given, we build our own set of experiences to make our own lives. Our fate is very much a result of our own work -- or the lack of it.

* * *

But thankfully there are times like these, provided by the unlimited love of the parents, when the child has the chance to stop and see where he has come from and where he must go to be a man. A

time, short as it may be, to take stock and see reality. It is a time for tears of joy, for a smile of tender appreciation, and for a long prayer of thanks.

* * *

The easy way out of a situation usually is the path of least significance and potential for growth. By taking the longer trails, the steeper slope, or the more painful reconciliation, we strengthen ourselves, and our bonds with others.

* * *

I have noticed many changes in myself. I remembered at one time if I was miserable I wanted everyone to be that way. But now it's different. I look out for people.

* * *

Good morning World. I say this, because I am proud of myself for lasting through the night.

You know, the place on earth that I am looking for would have to start here. What I mean is that I feel closer to something up here. What it may be, I think I know but I am not positive.

Did you know that the Wind speaks to you differently at dawn that at sun-set. In the morning it whispers a sweet mist, then bathes the body. Not to much as to give you the chills but just enough to awaken you. Then at Night it seems to command you, that work is over. And the wind they sings you a melody. Thats like a tranquilizer and sooth the aching-muscles.

* * *

I hope I can retain the spirit of adventure I gained, not always coming out on top, maybe failing a task, but nevertheless <u>trying</u> it.

* * *

To serve - myself as well as others
To strive - to go beyond the beyond in all my deeds
and not to yield -- never to stop until the breath of life
lingers no more in my soul and body.

1969 COURSE SCHEDULE

(for regular student and adult programs)

Student Courses -- Young Men	
C-31	December 30 to January 25 * (in Mexico)
C-32	February 10 to March 5
C-33	March 15 to April 6 * (in Mexico)
C-34	April 14 to May 5
C-35	May 12 to June 2
C-36	June 7 to July 1
C-37	June 23 to July 17
C-38	July 12 to August 5
C-39	July 26 to August 19
C-40	August 12 to September 7
C-41	September 8 to October 10 (Special college courses)
C-42	October 20 to November 12
C-43	November 22 to December 17 (in Mexico)

* Experimental courses combining academic curriculum with an OUTWARD BOUND expedition.

* * *

Student Courses -- Young Women	
C-37G	June 23 to July 17

* * *

Adult Courses

C-32A	February 7 to March 5	Human relations course for business-men, educational supervisors, and teachers. Other interested adults accepted.
C-33A	March 15 to April 6	In Mexico - - management training course. Other interested adults accepted.
C-34A	April 11 to May 5	Human relations course for business-men, educational supervisors, and teachers. Other interested adults accepted.
C-36T	June 7 to July 8	Offered in conjunction with Colorado State College for male teachers, school administrators, and adults working with students. 10 quarter hrs. graduate credit. Other interested male adults accepted.
C-39T	July 26 to August 26	Same as C-36T, also open to women.
C-42A	October 17 to November 12	Human relations course for business-men, educational supervisors, and teachers. Other interested adults accepted.
C-43A	November 22 to December 17	In Mexico - - management training course. Other interested adults accepted.

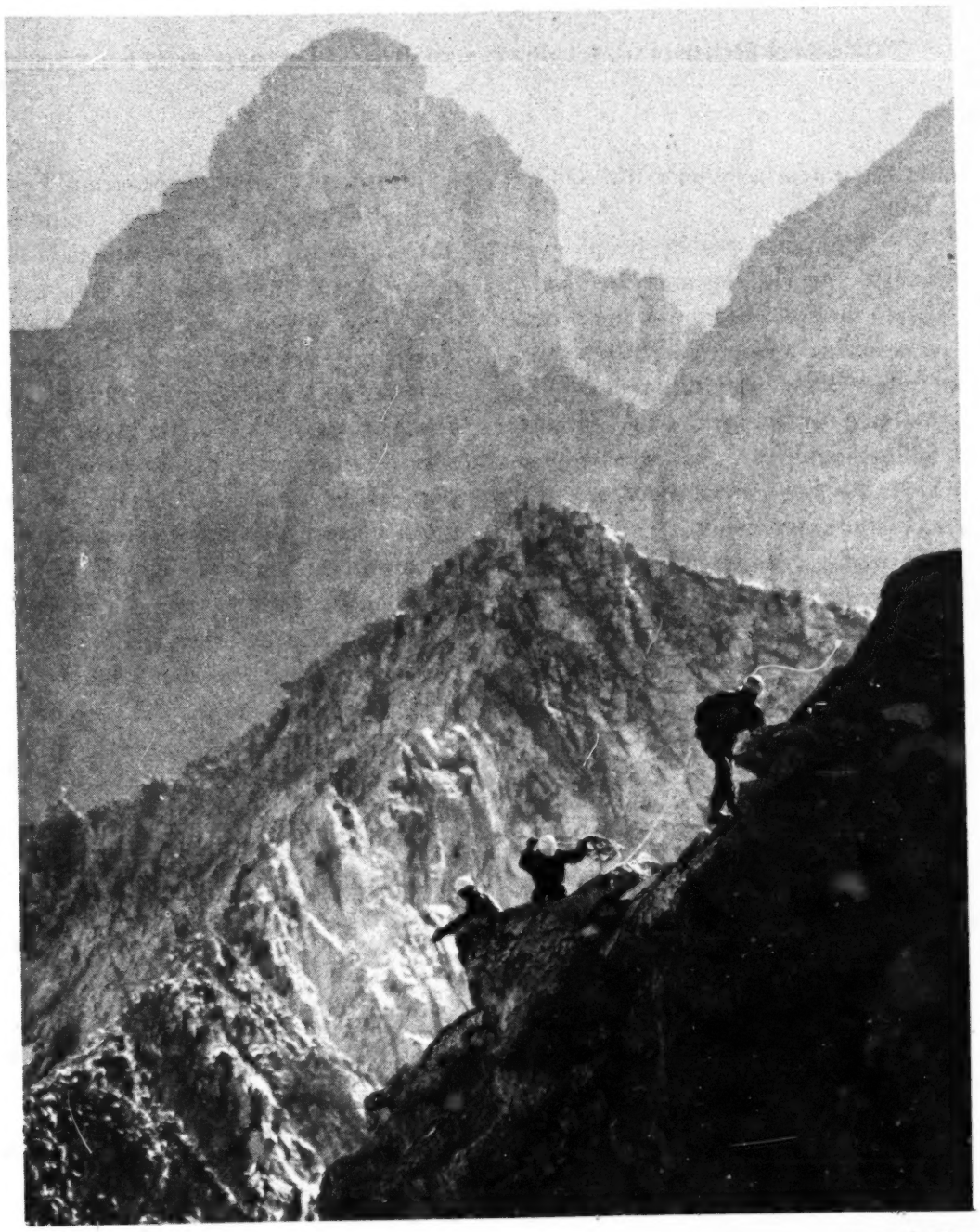

Photo by Hiser

Nature is our vehicle of education

Founded in 1941 by Dr. Kurt Hahn, a Scottish educator, Outward Bound Schools have spread throughout the world. Colorado Outward Bound seeks to train young people from 16 to 23 by exposing them to severe physical challenges of the mountains. The skills they learn—fire fighting, first aid, and rescue training—direct their efforts toward helping others.

Outward Bound: Education Unlimited

By Gary Templin

Reprint from the
Wheaton Academy Review

From the student's point of view, "Outward Bound isn't easy. It's not meant to be. It's tough. But not tough only in the usual sense of the tough guy; I was stretched emotionally and mentally as well. I suppose the toughest guy I can think of was Jesus Christ."

The total effort of the Outward Bound School concerns the confrontation of young men with challenges that put them into self-revealing situations. We expect each boy to examine carefully his present attitudes and behavior and try to understand the factors that cause him to react as he does. Most boys find themselves lacking, but an Outward Bound instructor stands ready to help find solutions and guide toward the creation of new attitudes. We claim no magical formula or panacea.

After five years of experimentation, we have various indications that the Outward Bound approach to youth accomplishes many desirable things. It has proven to be a successful educational technique that stimulates attitude and behavior changes, filling a void in the existing methods.

Part of the void is due to the fact that young people have no roles, tasks, or challenges commensurate with their energies and abilities. They have no concrete goals, expectations and demands with which they can identify. Many problems of delinquency, joy riding, petty stealing, vandalism, and conspicuous defiance grow from the young trying to prove themselves.

Since they have few opportunities for honest adventure, they turn to LSD and other illusionary devices. In the frustrating search for identity, they rush madly into questionable activities, only to run into a complicated and inconsistent new morality. Outward Bound tries to free them from this dilemma by educating them in a special way.

Nature, in the form of the beautiful Colorado Rockies, is our vehicle of education. We find that nature is no respecter of persons and breaks through racial barriers, prejudice, ignorance, and preconceived ideas as no other force. Its atmosphere demands that young men work together, respect each other, and depend upon each other. Normal "fronts" cannot withstand the pressures of the intense 28-day experience. A boy will be accepted by his patrol mates for what he really is, regardless of superficial associations and opinions.

We base our training program on mountain rescue. Each course spends at least one day working on a community service project which confronts the young person with his responsibility toward others and the dependency and relationship of man to man. As this new awareness dawns, the young person begins to understand what compassion means. We stress over and over in Outward Bound that compassion can be learned best through service to others.

One very important aspect of the total Outward Bound program is its extensive aid system which enables nearly half of the students in each course to attend on scholarships. Many of these students come from low income and minority families. By using scholarships we can bring together young men from every conceivable background, religion, race, and economic level, virtually combining Harlem and Harvard.

It is amazing to watch these boys work together, knocking the rough edges off one another. Preconceived notions disappear. Prejudice loses its power when a boy holds the rope on a cliff to protect another's life against a fall.

We find that young people can learn to cope with tensions effectively. Stress initiates situations in which the resulting tension becomes a creative force. By carefully controlling situations of hunger, cold, fatigue, loneliness and fear, challenges appear which the boys must confront and successfully overcome.

Through a series of graded exposures they become proficient in handling crises and emergencies. When a boy tests himself against a rigorous ten hour hike or the assault of a 14,000 foot peak and sees that he can go further than he thought possible, that he stuck with it when his body cried out to stop, and that the body responds if the mind is set, he begins learning his true inner strength.

His determination has been tested and he will remember the experience later in life. He will develop confidence in himself. With a new self-image, he no longer chooses the easy way out, but demands more of himself and expects to see results.

We structure situations in our program with unavoidable problems which the student must face and handle. He learns to work with a group to find effective solutions. The ensuing group dynamics helps the boy understand himself in relation to others and he realizes that without cooperation and interaction the job cannot be done.

As he understands this, he develops a new respect for his own person. Without question he acquires increased self-confidence as he measures himself against his past performance. Through sharing common problems, situations, and adventurous experiences with other young men, he develops a sense of companionship and belonging that are fundamental elements of human society.

A three day solo, in which a boy remains alone for three days and nights, can be the most meaningful experience of the whole program. Few other experiences beside solitude force a person to consider himself as he really is. It teaches a young person the frailty of the human condition and provides an excellent opportunity for the deep searching and reassessing of his inner self. Like service training, the solo experience emphasizes man's dependency upon man. The most common complaint is, "I missed talking to someone."

When Kurt Hahn, founder of Outward Bound, was asked the question, "What has led to the erosion of principle that man should give back to the society as well as take from it?" he replied, "Your question is really the most important one. I consider it's largely connected to the unseemly haste with which modern life is conducted. It's the absence of aloneness. You cannot harvest the lessons of your life except in aloneness, and I go to the length of saying that neither the love of man nor the love of God can take deep root except in aloneness."

The principles of Outward Bound can offer guidelines for the Christian young person. A young person committed to Christ should be totally sure of himself, capable of compassion, as well as possess mental and physical strength, be self-disciplined, and able to look outward in fulfillment of his responsibilities to the world.

He should remember what Charles Froelicher has said:

"Without self-discovery, a person may still have self-confidence, but it is a self-confidence built on ignorance and it melts in the face of heavy burdens. Self-discovery is the end product of a great challenge mastered, when the mind commands the body to do the seemingly impossible, when strength and courage are summoned to extraordinary limits for the sake of something outside the self—a principle, an onerous task, another human life. This kind of self-discovery is the effective antidote for the indifference and insensitivity we have bred into modern youth."